DOCUMENT RESUME

ED 182 095 RC 011 846

AUTHOR Bublitz, Mona
TITLE Quiet. Indian Ethnic Heritage Studies Curriculum Development Project 1974-75.
INSTITUTION South Dakota State Div. of Elementary and Secondary Education, Pierre.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
NOTE 61p.: Best copy available.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *American Indian Culture; *American Indian Education; Cultural Awareness; Cultural Background; *Individual Characteristics; Individual Development; Intermediate Grades; Learning Activities; *Lesson Plans; *Nonverbal Communication; Nonverbal Learning; Personal Values; *Self Concept; Tribes
IDENTIFIERS Ethnic Heritage Studies Program Act; Lakota (Tribe); Native Americans

ABSTRACT

Part of the Native American way is to be quiet; traditionally Native Americans had to be quiet to survive, to be secure, and to show respect. This curriculum guide, suitable for use at intermediate grade levels, presents a unit designed to share this important aspect of the Native American culture. The six lessons provide teachers with background information, visual aids, exercises, and activities, and incorporate the goals of the Ethnic Heritage Curriculum Project: to focus on the life, ways and history of the Dakota/Lakota people; to include the transition period, as well as, the past and the present; to provide activities which are intended to improve self-concept of the students; to utilize learn-by-doing activities; and to provide a variety of activities which allow students to learn in different ways and at different rates. In lesson one, "Awareness", the student "sees" Indian and the class shares what was seen. In lesson two, "Get Into QUIETNESS By Spending Time Alone", the student expresses his feelings and the class examines positive things about "alone". In lesson three, "It's What You Do, Not What You Say," the studerts practice non-verbal communication. In lesson four, "Decision", the student makes a decision and defends it during group exchange. In lesson five, "A Promise To Silence", each student makes two committments which he strenghtens by sharing with others. In lesson six, "Part of the Whole", the class formulates a challenge and comes to some conclusions. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182095

JAN 1980
ERIC/CRESS
RECEIVED

BEST COPY AVAILABLE

RC 01 1846

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Eugene E. Fracek

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

South Dakota Department of Education
and Cultural Affairs
Pierre, South Dakota

"Indian Ethnic Heritage Curriculum
Development Project"

QUIET

by Mona Bublitz

ACKNOWLEDGEMENTS

DAVE CLARK
photography
graphic assistance
planning & feedback

CHARLES McENIRY PHOTOGRAPHY
6402 Monona Drive
Monona, Wisconsin
pictures of
Debra Dawn

Black Hills State College
Sharon
Glen Sufficool
photography
graphic assistance

Roxy Pestello
Boulder, Colorado

Jeannie Kohler
Pine Ridge, South Dakota

Stephen Miyasato
Pine Ridge, South Dakota

Ethnic Heritage Pilot
teachers, parents and
facilitators

feedback

Debra Dawn Bublitz
Pine Ridge Children
Rapid City Children

Indian Education
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Department of Education and Cultural Affairs
Pierre, South Dakota 57501

Thomas C. Todd
State Superintendent
State of South Dakota

INDIAN ETHNIC HERITAGE STUDIES CURRICULUM DEVELOPMENT PROJECT 1974-75

This unit of Indian Cultural Curriculum was initiated, encouraged, and developed under the leadership of Dr. Donald Barnhart, former State Superintendent of Schools of South Dakota.

PROJECT STAFF

ADMINISTRATION:
Josie White Eagle - Coordinator
Naomi Spaulding - Consultant, Coordinator of Materials Development and Implementation
Dr. Phil Vik - Curriculum Consultant
Mr. Terry Pexa - Assistant Supervisor, DESE, Human Resource Management, Overall Project Supervisor

INDIAN ETHNIC HERITAGE ADVISORY COMMITTEE:
Mrs. Evelyn Bergen - State Board of Education
Sister Christine Hudson - Superintendent, Marty Indian School
Mr. Edgar Loudner - Acting Chairman, State Indian Education Advisory Committee

WRITERS:
Mona Bublitz - Teacher Corp, Black Hills State College, Spearfish, South Dakota
Sister Charles Palm - Sisseton, South Dakota
Alan J. Allery - Northern State College, Aberdeen, South Dakota

SOCIAL SCIENCE EDUCATION CONSORTIUM
NOT TO BE REMOVED FROM LIBRARY

This Project was made possible through a grant from Title IX
Ethnic Heritage Studies, U.S. Office of Education, Washington, D.C.

Grateful acknowledgments to the following persons who contributed to the Project from its inception to its completion

Mike Eckman and Mitch Chapel, Equal Education Opportunity Program, DESE

Dr. Orville Hepler, for Consultant Services

Dr. Roy Krosky and Staff of the General Assistance Center, Northern Colorado College, Greeley

Dr. Jim Davis and Staff of the Social Science Consortium, University of Colorado, Boulder

Roxy Pestello, Consultant, Social Science Consortium, University of Colorado, Boulder

ABOUT THE AUTHOR

Mona Bublitz was born in Rapid City, South Dakota in 1943. At the age of 8 months, she was adopted and moved to Flandreau, South Dakota, where she spent most of her life. Mona is a Flandreau Santee Sioux.

She attended the University of Wisconsin at Madison, Wisconsin, and Black Hills State College for undergraduate studies.

She taught two years at the Flandreau School before she began working with the Teacher Corp Project at Black Hills State College as a Field-Trainer Supervisor.

Mona and her daughter, Debra Dawn, make their home in Spearfish, South Dakota.

Mona has contributed two units of study to the Ethnic Heritage Project, and these are:

(1) **Indian Memories**

(2) **Quiet**

GOALS OF THE ETHNIC

HERITAGE CURRICULUM PROJECT

To focus on life, ways and history of the Dakota/Lakota Indian people.

To include the transition period as well as the past and the present in the units that will be developed.

To provide activities which are intended to improve self-concept of the students.

To utilize learn-by-doing activities.

To provide a variety of activities which will allow students to learn in different ways and at different rates.

To provide content and suggested activities for the Ethnic Heritage teacher at the intermediate level.

CONTENTS

Six Lessons

LESSON ONE — page 3 — "Awareness"

The student "sees" Indian. The class, in groups, share what was seen.

LESSON TWO — page 9 — "Get Into QUIETNESS By Spending Time Alone"

The student expresses his feelings. The class, in groups, examines positive things about ALONE.

LESSON THREE — page 21 — "It's What you Do, Not What You Say"

The students, in groups, practice non-verbal communication.

LESSON FOUR — page 31 — "DECISION"

The student makes a decision & defends it; group exchange.

LESSON FIVE — page 37 — "A Promise To Silence"

The student makes two committments and looks to the future. He strengthens the committment by sharing it with others.

LESSON SIX — page 51 — "Part of the Whole"

The class formulates a challenge; and comes to some conclusions.

Appendix — pages 61-70

A supplement of additional exercises, resources, skills supplied by EHSP pilot persons.

Part of the
NATIVE AMERICAN way
is to be

QUIET

This unit is designed to share
this important aspect of
the NATIVE AMERICAN culture

You will explore
examine
discover and
make decisions
about your feelings on

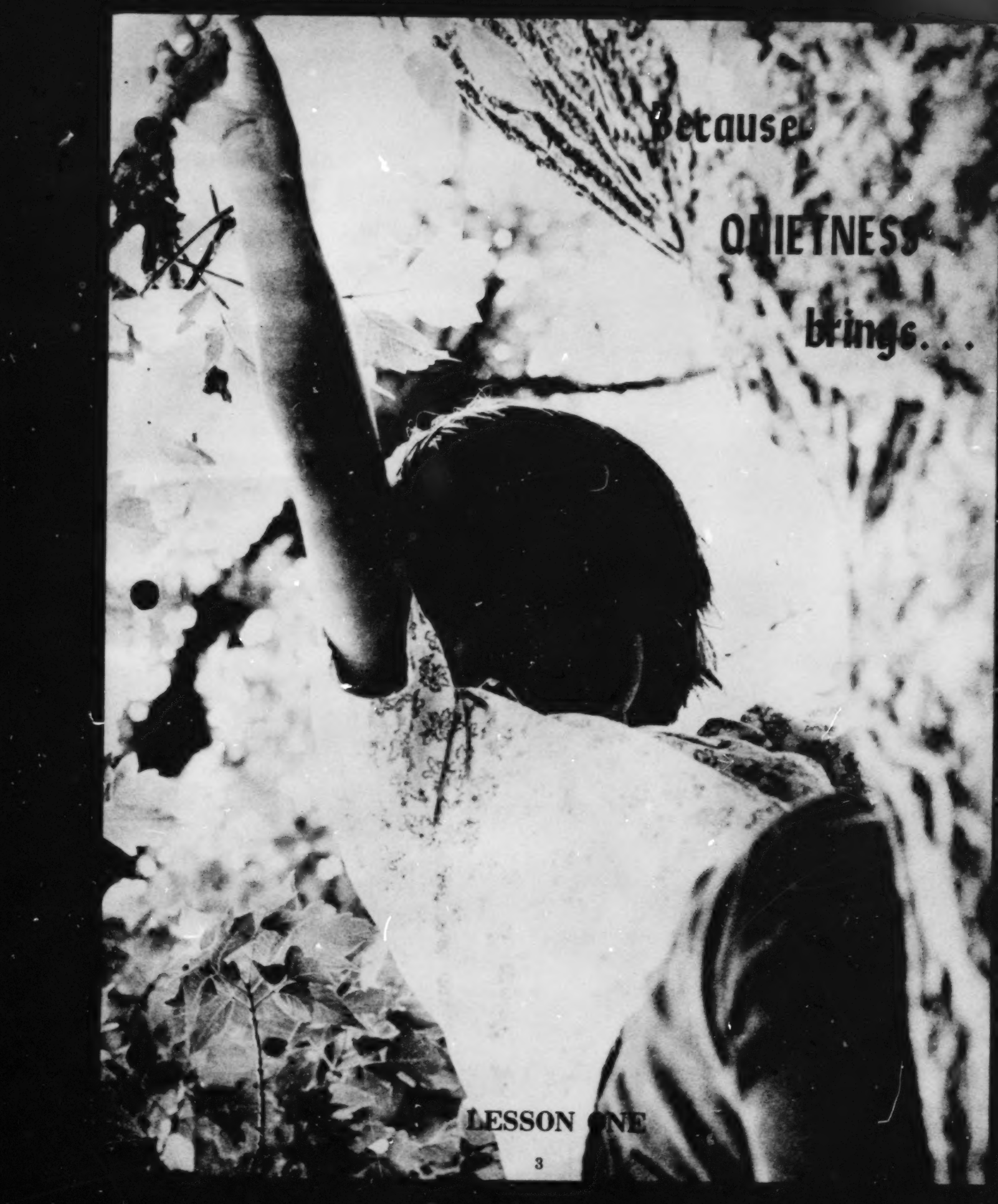
QUIET

Traditionally,
NATIVE AMERICANS
had to be QUIET

to survive

to be secure

to show respect



LESSON ONE

TEACHER

Allow the students to see Pages 3 and 4. Do **NOT** go on to Page six until the activity is completed. (Directions below.)

Prepare the students for this Awareness activity. The **mood** should be quiet, serious, to allow each student the opportunity to participate fully.

Read the following passage **SLOWLY**. **EXPAND** by repetition and paraphrase as needed.

"Close your eyes. Shut out as much noise as possible. Listen to your breathing. Without moving, feel your chest move up and down. Breathe and listen to your breathing. Begin to count to ten and concentrate on counting as I talk to you. When you get to ten, start over with one.

See air move into your nostrils. What color is it? Imagine the air is liquid. It is flowing into your nostrils smoothly. See the air travel through your body; feel your chest move.

Now imagine you are walking. Where are you walking? Walk slowly. Look around you. As you walk, you see an Indian. Look at the Indian carefully. Is the Indian alone? What is the Indian doing? What is the Indian wearing? Look at the Indian's face. Move closer if necessary. What expression can you see on the face? The Indian begins to speak to you. What does the Indian say? Why does the Indian look the way the Indian does? As you are about to leave, the Indian is going to give you something. What is it? What could this mean?"

SAVE the papers done by the students (see individual activity page six) for the last lesson of this unit.

ACTIVITY

A FANTASY JOURNEY

Teacher: see directions on page five

INDIVIDUAL

briefly jot down responses to the following:

-description--age
sex
apparel

-place

-time--day
year

-expression

-said what

-gave what

-you were relaxed?

-other

SMALL GROUP

share responses and feelings

-how do the descriptions differ?

-other

-you may read the words of the Sioux chief and discuss.

turn your papers in to your teacher.

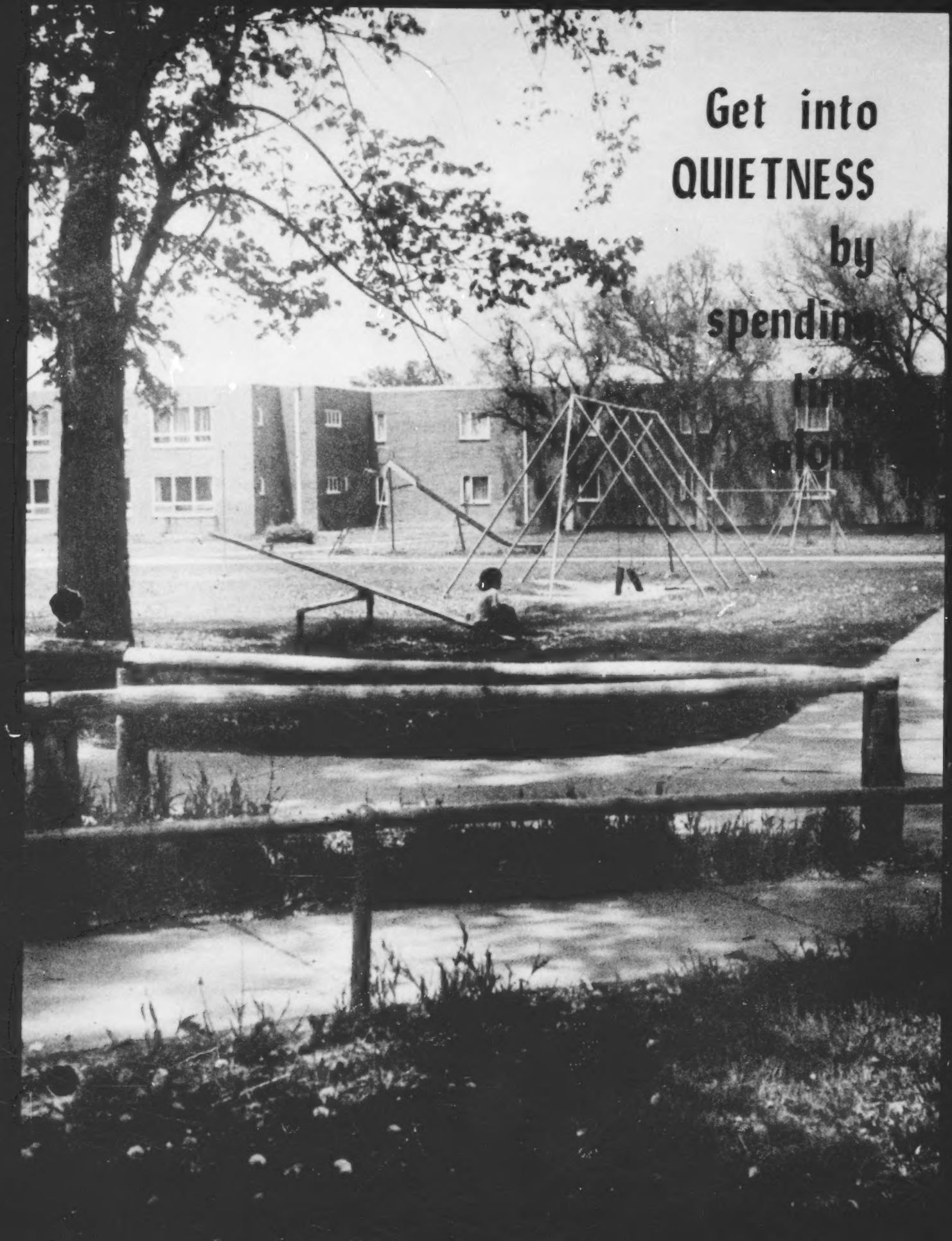
SIY' AK' A SPEAKS.....

"For the fulfillment of their desires.....
some like to be QUIET....
some like to go alone, away from the crowd
to meditate upon many things.....

When a man shuts his eyes
he sees a great deal.

He then enters his own mind
and things become clear to him."

From Frances Densmore, **Teton Sioux Music**


Get into
QUIETNESS
by

Pg 10 - blank page

15

16

Alone can be THINKING. . .

and CONTEMPLATING.

INDIVIDUAL ACTIVITY

Posters For Display

WHAT IS ALONE?

19

GROUP ACTIVITIES

In groups of four,

CHOOSE three posters.

DISCUSS:

What satisfaction
or well being,
contentment
do you see
in each poster?

HOW

do you feel about being alone?

HOW

could one be alone in a crowd?

Optional: Express by writing, drawing,
body movement new feelings about alone.

SOLITUDE is essential to man....

Thomas De Quincey

The eagle commonly flys ALONE;
there are crows, doves and starlings
that flock together.

John Webster

The good and wise lead QUIET lives.

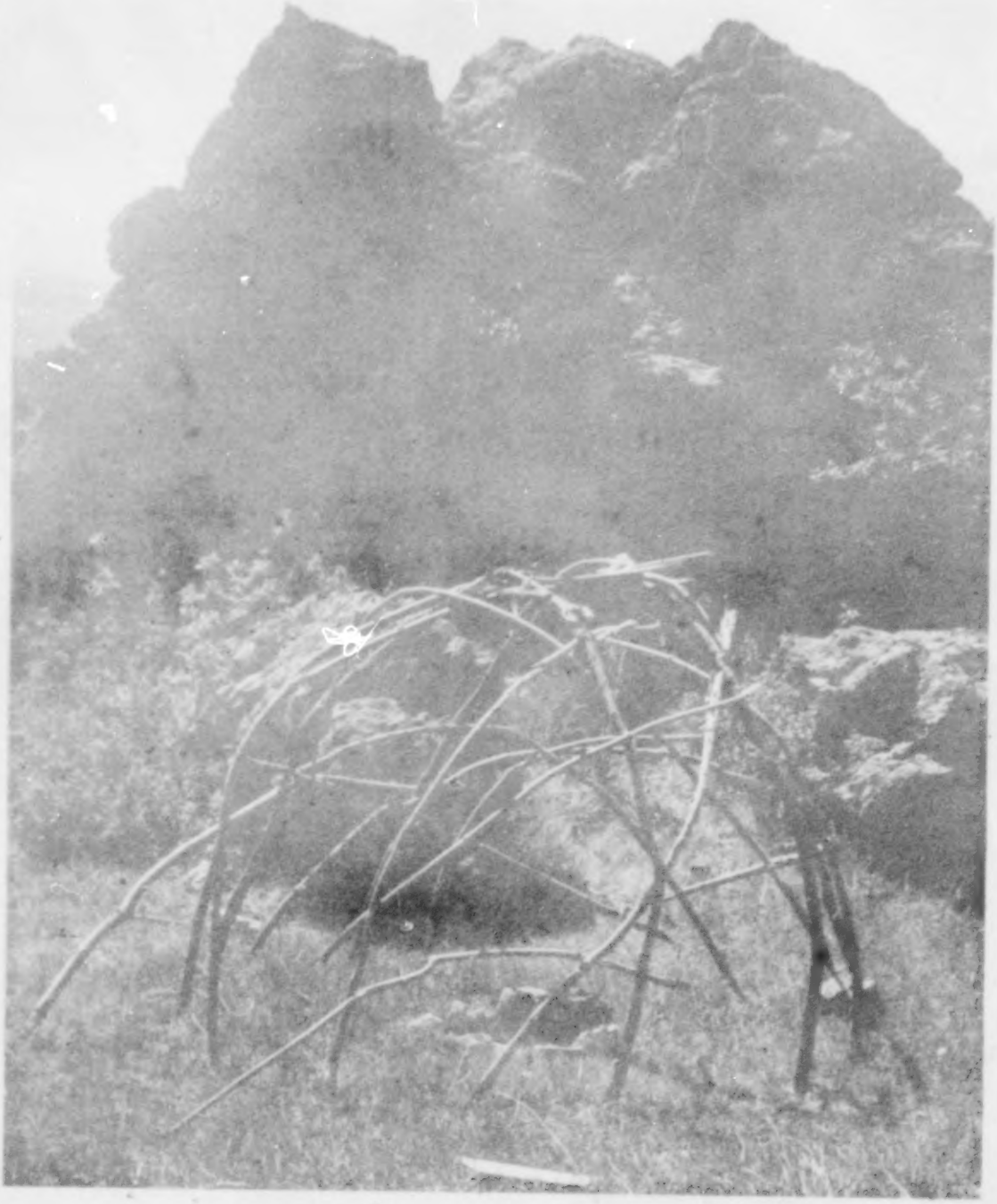
Euripides

He who has lived obscurely
and QUIETLY has lived well.

Ovid

21

SWEAT LODGE*



a place to be ALONE

*see p. 54

IT'S WHAT YOU DO

Pg 20 - blank

NOT WHAT YOU SAY

Pg 22-blank page

THERE ARE MANY WAYS TO COMMUNICATE WITHOUT TALKING

25

Choose One

NON—VERBAL

activity

or make up one of your own.

GROUPS OF FOUR

commercial- use pictures, lettering, facial expression, body movement, music,

sentence- form letters with your bodies to make a short sentence.

word- write a short word on your group member's back; write a word in the air. Can he-she guess it?

sound- make up a sound for ok, yes, no, maybe..... Substitute the sounds for words.

clap- your hands to make a melody.

other-

26

Pg 25 - blank page

NON–VERBAL
class activity

song- combine groups (see group activity) and arrange melodies to form a song.

question- how do you feel right now? Communicate the feeling to the class with body movement, position or facial expression.

other-

WATCH

the way people talk without words

Teacher

TV

Friends

Family

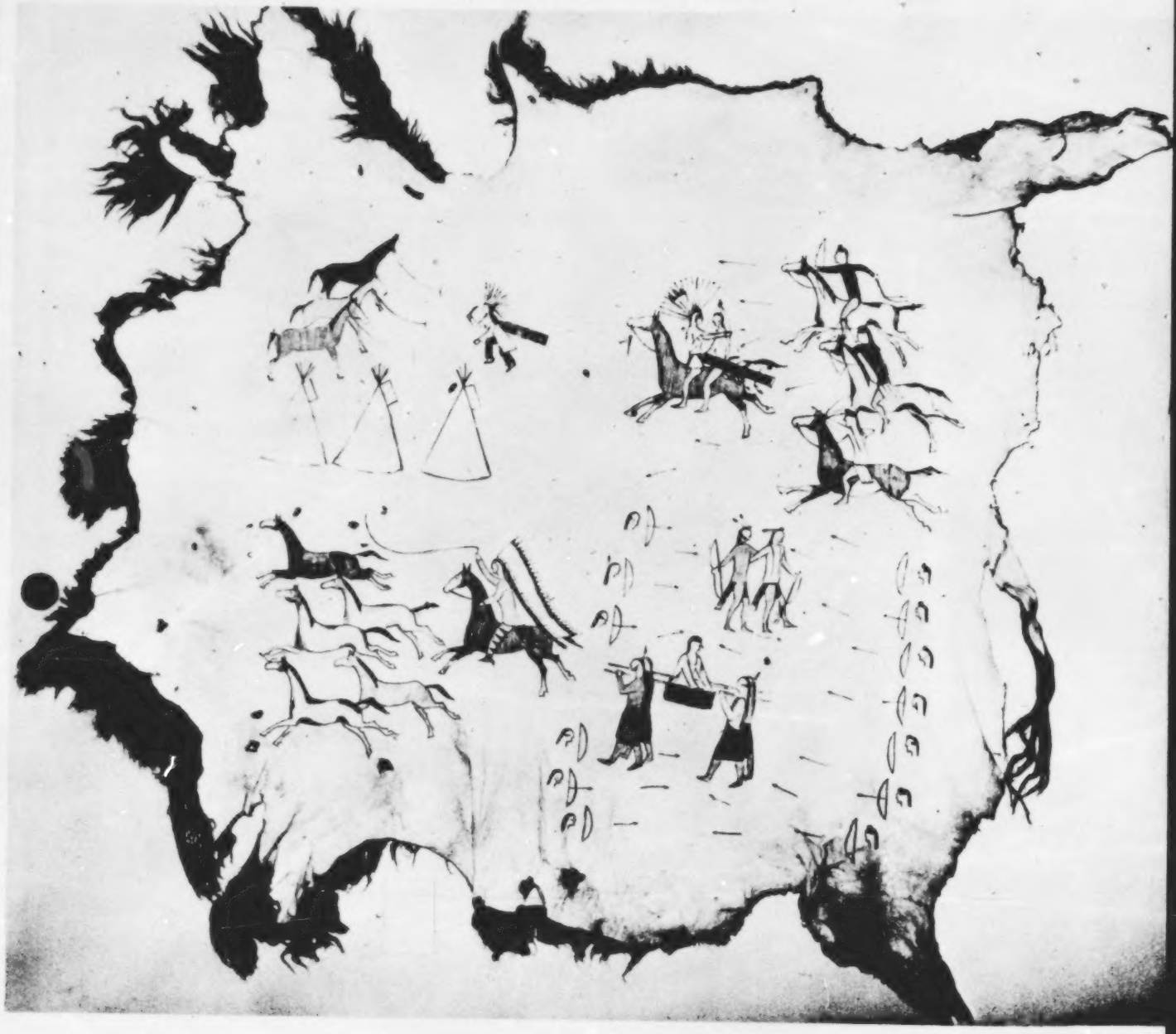
when you are alone

PRETEND

you are one of those people
MOVE the way they do.

28

WINTER COUNT*



A NATIVE AMERICAN way to communicate without words

* See p. 55

* LESSON 4

Pg 30 - blank page

It was tradition, Billy had been taught to be reserved and QUIET.

His people had taught him that one should not set himself apart from a group. Also, they taught him that it was more important to listen and observe than to speak.

In Boy's Club, Mr. Jones asks Billy to stand and speak in front of the group.

Billy feels uncomfortable and does not respond. Mr. Jones says "Billy do this or else."

Pg 32 – blank pg.

I would

A. Stand and say, "Let me tell you about it."

B. Ignore it. It's not my problem.

C. Say: "Mr. Jones, sometimes it bothers me to speak in front of others.

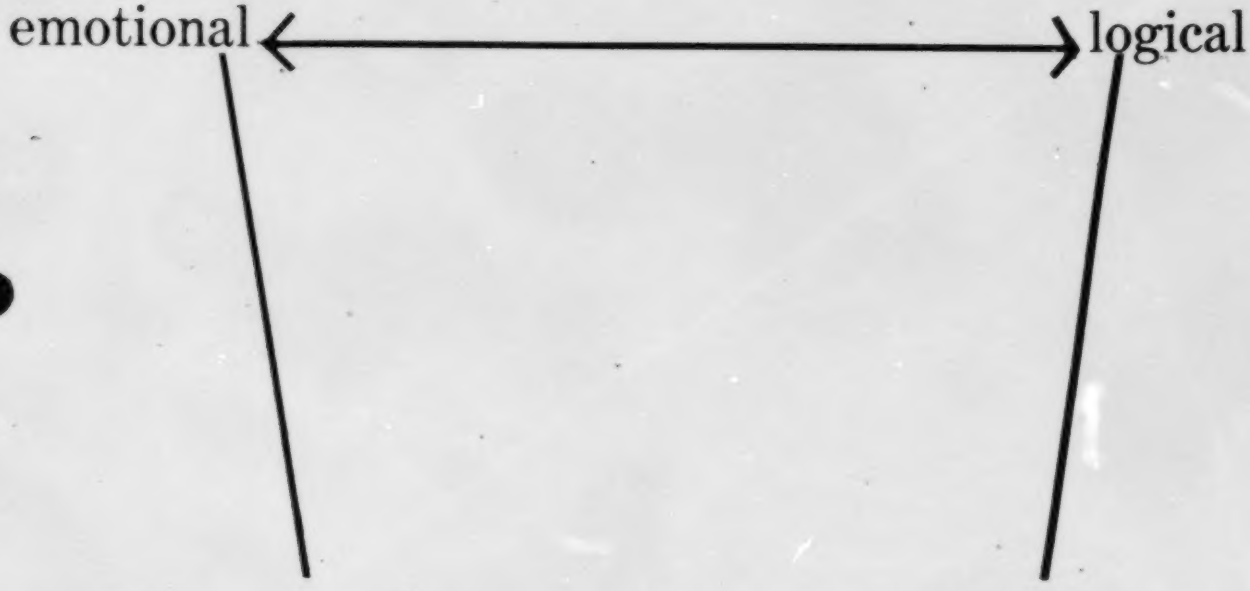
D. Feel bad for Billy, but do or say nothing.

E. Other

Select A - E. Be prepared to defend your selection when you share with your group members.

How do you make DECISIONS?

WHERE ARE YOU (usually) ON THE LINE?



how you feel
at the moment
how you have felt

THE I FEEL PERSON

facts, proof
evidence
conclusions

THE I THINK PERSON

Discussion: on-the-spot decisions; a case for the THINK/Feel person.

FORCE FIELD

a way to make decisions

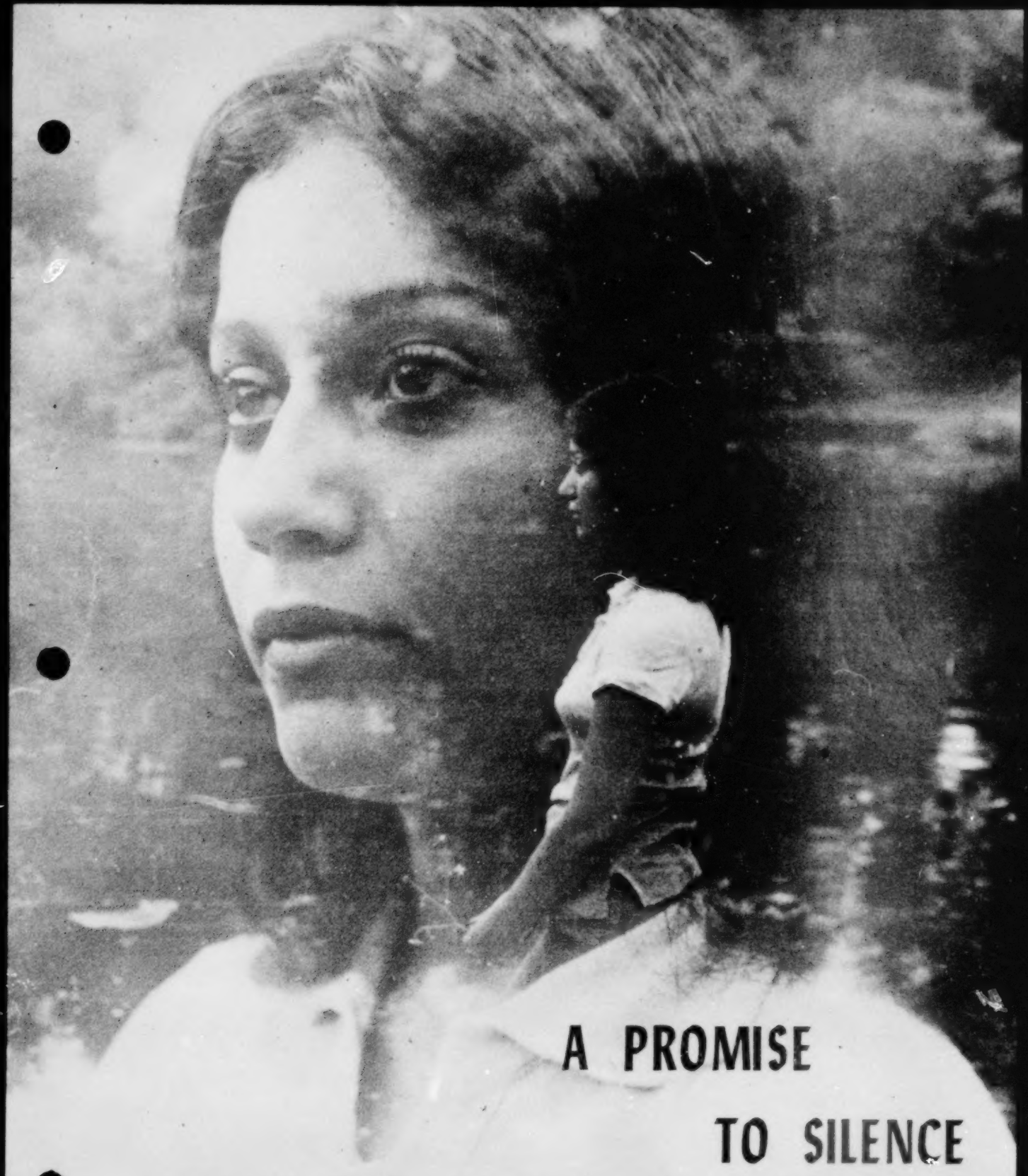
PROBLEM: state in your own words. Ex. To study or to go with friends.

FOR	AGAINST
Ex. Good grades	Ex. The last night to be with Jeannie for a long time.
TOTAL	TOTAL

SOLUTION: _____

_____

HOW CAN THE FORCE FIELD HELP YOU?



A PROMISE TO SILENCE

* LESSON 5

PROMISE

Tonight I will...

-see **clouds**; find faces
animals, objects.
Think of all the words a
cloud is like. Draw
what I see.

-find a **special place**;
spend time there, fix
it up. Draw a map
to my place.

-choose a **special window;**
observe what it; what
would I like to see through
the window; concentrate
on an animate and
inanimate object.

-other

TOMORROW I WILL
SHARE HOW I FEEL ABOUT
WHAT I HAVE DONE.

"Silence is crawling in windows
smiling and warm."

(from a poem, by
Donna Whitewing,
Native American
Writer)

I have a very special place
Where I can go and hide
And do all the things I'd like to do
As long as I'm inside.

PROMISE

by the end of this unit

-I will allow others to speak first before I say what I feel

to listen and think before I speak.

-I will count to ten before I speak.

to control an angry outburst.

-other self-control exercise

AT THE END OF THIS UNIT
I WILL SHARE THIS PROMISE
WITH MY GROUP.

38

In the year 1990
I would like to see

_____ personality

_____ physical features

_____ mental attitude*

_____ life style*

_____ other

In order to check my progress
I will

—write the above in the form of a letter to myself and save the letter.
—tell someone who is likely to know me in 1990.
—other

*define

WHAT WILL I DO ABOUT MY PROMISE?

40

HELP each other

REMIND a classmate

to keep his

PROMISE

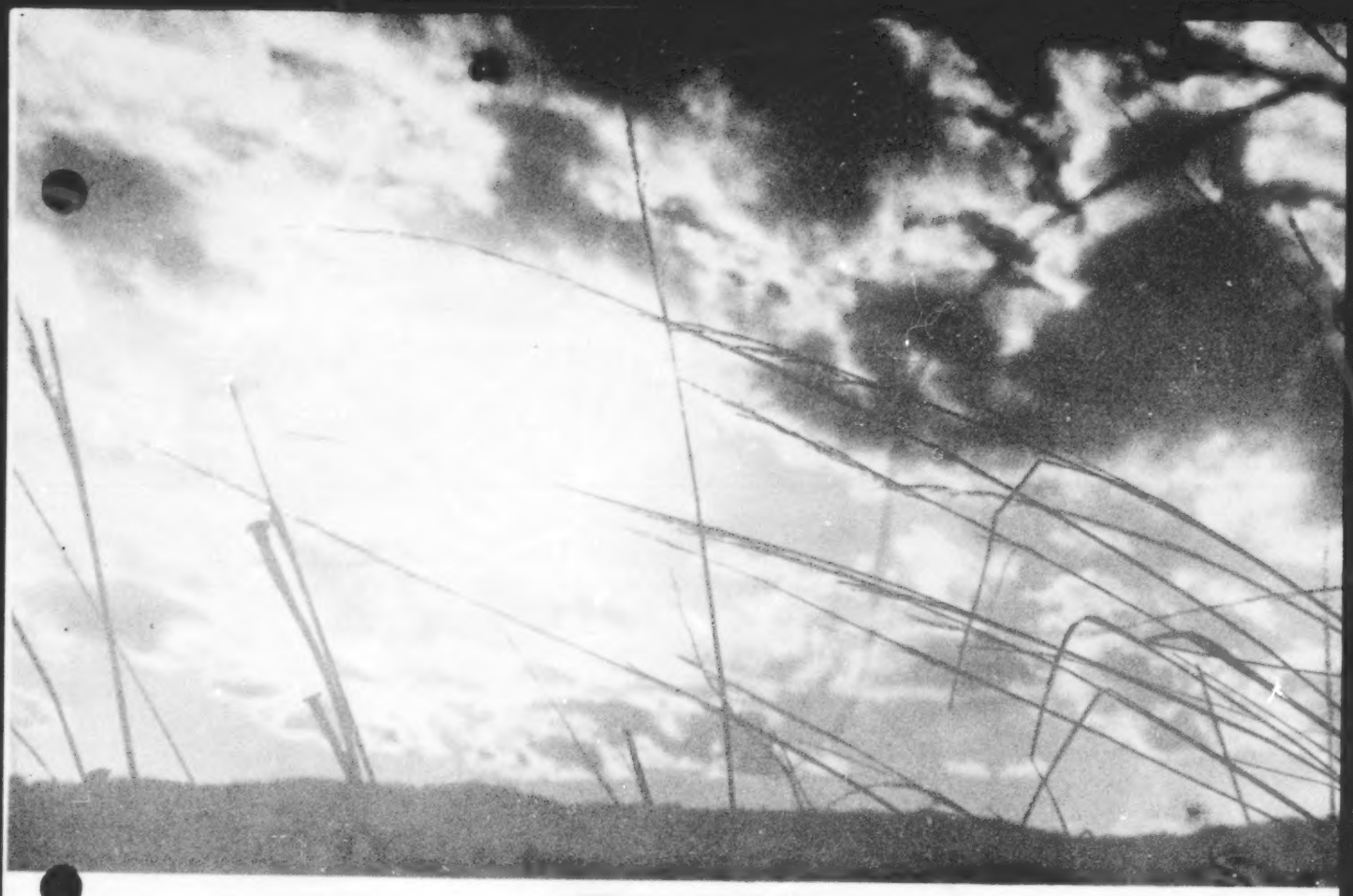
to

SILENCE

"I wonder if I can learn to value
my own silence."

12

Pgs 44+45 - blank



13

"I'LL DO IT!"

44

"WHAT ARE THE FRUITS OF SILENCE?

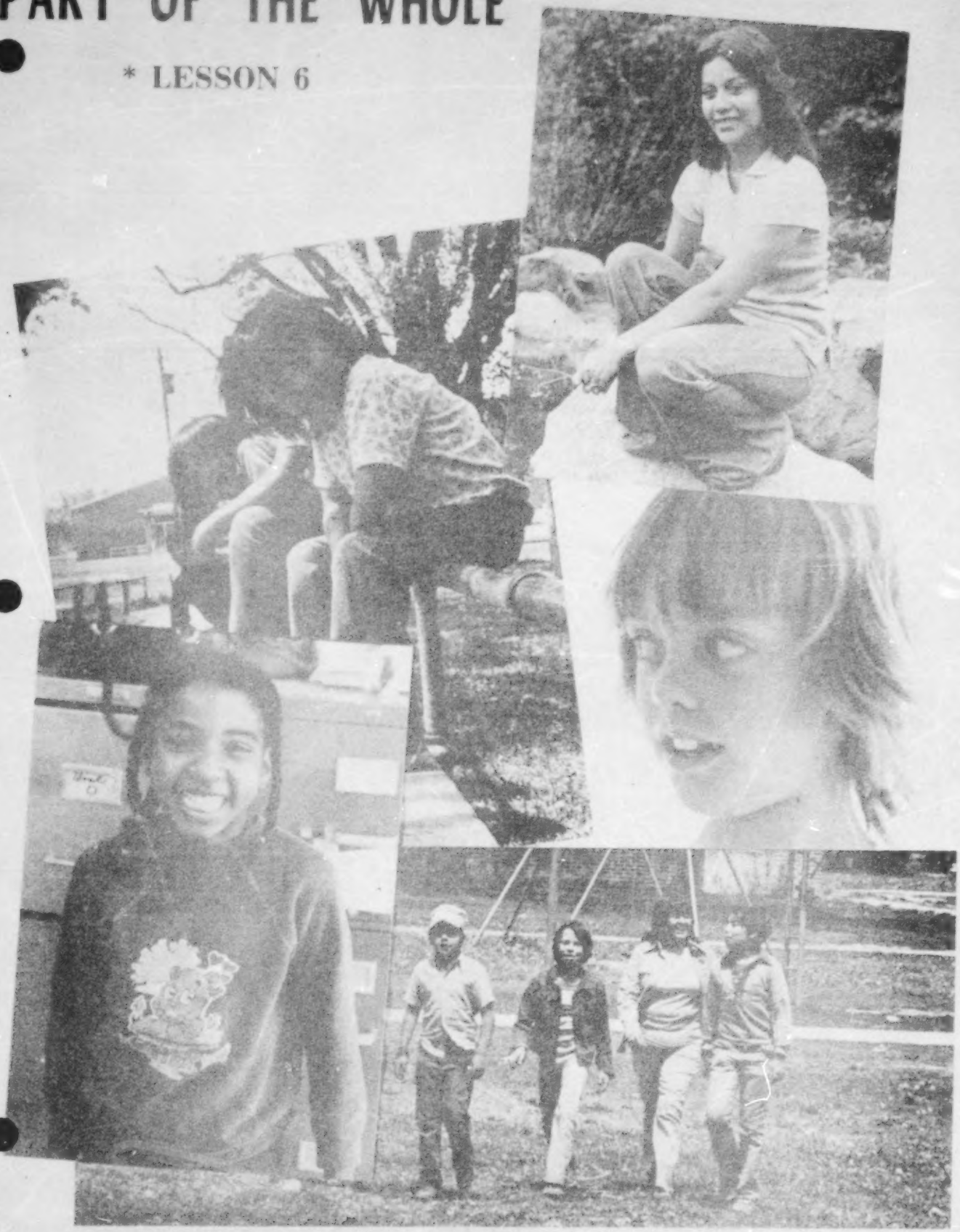
THEY ARE

SELF CONTROL, TRUE COURAGE, ENDURANCE, PATIENCE, DIGNITY and REVERENCE"

CHARLES EASTMAN
Native American Author

PART OF THE WHOLE

* LESSON 6



pg 50 - blank

- Don't get the wrong idea

- There are...

Pg 52 blank

TIMES WHEN I AM QUIET

18

and TIMES WHEN

I AM NOT QUIET

CLASS DISCUSSION

Teacher lists responses on chalkboard

Interpret the words "Part of the Whole,"
(you may pharaphrase, give examples, also see appendix)

"THINK ABOUT: QUIET, A PART OF THE WHOLE"

Examine the pictures. What do they mean?
(see appendix)

From the responses above the class formulates a challenge*

*define

To meet the challenge

Have you thought about	You could

Class agrees upon the best way to meet the challenge.

"Picture," again how you saw the Indian. Review your papers from the first lesson. Write to the Indian.

TELEGRAM

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

52

Guard your tongue in youth and in age you may mature a thought that will be of service to your people.

Chief Wabasha

[redacted]

LESSON ONE: AWARENESS

NAME	SCHOOL	POSITION
Alivia Howe	Rapid City, SD	Teacher
Rita Sanchez	Rapid City, SD	IEA
Ester Stark	Rapid City, SD	Facilitator

Illustrations:

Have younger children illustrate what they saw on their fantasy journey. While the children are illustrating, continue the quiet atmosphere.

Additional Directions:

Physical -- touching or putting hand on chest to be aware of their breathing; instruct the children to hold their hand in front of their nose to feel the breathing.

Seat the children on the floor.

Begin slowly to start.

Additional directives as needed -- you will be able to see to what extent the children are into the exercise.

LESSON TWO: ALONE

NAME	SCHOOL	POSITION
Nelson Trimble	Sioux Falls, SD	Teacher
Larry Gaikowski	Waubay, SD	Teacher
David Solberg	Waubay, SD	Teacher
Charlene Marx	Rapid City, SD	Teacher
Pat Damon	Rapid City, SD	Teacher
Joe Montoya	Rapid City, SD	Teacher
Dan Minkel	Rapid City, SD	Teacher

Stimulation:	Students bring records, posters, pictures, to class and explain why they make them feel Alone.
	Art work that depicts Alone.
	A model poem or story about Alone for creative writing exercise.
Role Playing:	"Ugly Duckling", "Black Sheep" the only survivor of an accident (auto, plane).
	Alone in a foreign country.
Indoor Activities:	Closing your eyes.
	Breathing.
	Quiet corner.
	List the sounds you can hear while being quiet.
	H. Mifflin - "Panorama" (Ethan's Corner)
Outdoor Activities:	Listen to sounds sitting with eyes closed.
	Build a / cho - a - hey / (shade).
	Relate a time I felt Alone, places to be Alone, or role play a person or animal Alone.
Extras:	Thoughts Before Sleep: Appreciation of being Alone.
*Define: Sweat Lodge	Bring in a Native American resource person to discuss. Gather resource material on the Sweat Lodge.

LESSON THREE: IT'S WHAT YOU DO, NOT WHAT YOU SAY

NAME	SCHOOL	POSITION
Kenn Risseeuw	White River, SD	Teacher
Bruce McKee	White River, SD	Teacher
Jean Reeves	Batesland, SD	Teacher
Carolyn Pond	White River, SD	Teacher

List Ways of Non-verbal Communication:	Sign language, hands, facial expressions; touch (hit, hug, embrace, pat); movement (dancing, hand & body motion).
Musical Communication:	Drums, flute, bird call, smoke signal.
Games:	Charades, Blindfold, Beckoning, "Password", "Show-offs".
Activities:	In class, for three days, communicate non-verbally (body movement, facial expressions, writing, and drawing.)
	Students develop non-verbal exercise for video taping or pantomime.
Consider:	What You Say versus How You Look.
	Teacher using behavior modification for the aggressive, withdrawn, too verbal, over-active child (see Self Control exercises).
Define: Winter Count	Bring in Native American resourse person to discuss. Gather resource material on the Winter Count.
	"An Intro to Art series number One - Art and Indian Children of the Dakotas."
	The U.S. Dept. of the Interior of BIA Aberdeen Area Office, Aberdeen, SD

LESSON FOUR: DECISION

NAME	SCHOOL	POSITION
Larry O'Connor	Sisseton, SD	Teacher
Bob Grebel	Sisseton, SD	Teacher
Norma Johnson	Sisseton, SD	Teacher
Ann Barz	Sisseton, SD	Teacher
Josie White Eagle	Pierre, SD	Indian Educ. Director
Sister Charles Palm	Sisseton, SD	EHSP Writer
Steve Bakken	Mobridge, SD	Teacher
Lorraine Carter	Eagle Butte, SD	Teacher
Gladys Meyer	Mobridge, SD	Teacher
Betty Ann Bringman	Eagle Butte, SD	Teacher
Adelia Crow Ghost	Bullhead, SD	Teacher Aide
Paulette Mangold	McLaughlin, SD	Counselor Aide
Beatrice Skinner	Bullhead, SD	Teacher Aide

Picture Questioning:	(What does the picture mean? Look, then describe the picture. Be this person, e.g., "I feel", "I am", "I can")
Make up more sample problems:	(Use current fads, e.g., sniffing gas, smoking, drinking, fighting, stealing. Make this a group project; don't let one person do all the work.)
	Discuss: "What was it Mr. Jones asked Billy to speak about?" "What is the most difficult thing for you to talk about or to do in front of others?"
	Role play the characters: (Billy, Mr. Jones and other) as is and in a different way. Describe how and what you felt. Discuss a similar experience (or write it).
	Role play and take sides.
Gaming:	(Decision making)
Sharing:	(How I made an important decision.)
	Why did I place myself on the line where I did?
	Where would I like to be on the line? (In the future)
	Review the responses and discuss other possibilities.
Discussion:	A current issue.
	Who makes the decisions in your family?
	Times to make decisions.
	The decisions you want to make versus the one you **should** make.

Force Field:

Explanation:

Further directions on how to use force field. (E.g., Add in the first column all the things you can think of to support your problem; in the second column, all the things that are against your problem.)

Prioritize the force field.

Encourage the students to practice using the force field technique for any problem they have.

These decision making techniques may be used in the unit "Government of the Indian People" (EHSP) - the lesson on voting and selection of tribal offices.

LESSON FIVE: PROMISE TO SILENCE

NAME	SCHOOL	POSITION
Le Ann Stevenson	Mobridge, SD	Teacher
Virginia Fontennelle	McLaughlin, SD	Teacher Corps Intern
Everette Chasing Hawk	Little Eagle, SD	Cultural Specialist - Title III
Brian Liedthe	Mobridge, SD	Teacher
Eloise Hosman	Mobridge, SD	Teacher
Effie Hunt	Eagle Butte, SD	Teacher
Linda Picore	Eagle Butte, SD	Teacher
Marjorie Katers	Bullhead, SD	Head Start Teacher
Alan Allery	Aberdeen, SD	Tribal Affairs
Naomi Spaulding	Rapid City, SD	DESE

Set the Mood:

Silent readings on Silence (teacher lifts excerpts from short stories, poems, etc.)

Listen to the Silence (teacher supplies pictures, posters for creative writing).

Activities:

Listening exercises.

Role play situation and critique.

Silence is....

Mirror exercise (define your qualities).

Autobiography of Charles Eastman.

Warm-up exercise (in class "See Clouds").

Make a notebook. Teacher supplies Career Education materials.

Life-line exercise (use 3 x 5 notecards to write or draw important events in the students' lives. They should be from early childhood to the present. Using string to attach notecards together and display the line.)

A bulletin board of special events of the students.

Consider:

Students: Why a special place? Where can you go to think? What special needs people have and why? My attitude towards: authority, family, teacher, law enforcement, morals (fairness), and beliefs. What does life style mean? Project expectations of yourself and others.

Consider:

Teacher: Use Glasser's technique "Class Meeting" for discipline.

Use this lesson with a good citizenship unit; science (observation).

Present activity in such a way that each child experiences a feeling of success.

Remember that to choose not to do an activity is also a decision.

LESSON SIX: PART OF THE WHOLE

TEACHER

NAME	SCHOOL	POSITION
Shirley Fredricks	Rapid City, SD	Parent
Jim Glade	Rapid City, SD	IEA Counselor/Parent
Mona Glade	Rapid City, SD	IEA Tutor/Parent
Colleen Larive	Rapid City, SD	IMC Resource Teacher
Jerry Welle	Waubay, SD	Teacher
Dwayne LaFave	Flandreau, SD	Teacher Corps Grad.
Bob Haugen	Waubay, Sd	Teacher

Stimulation:	Pictures (lesson), visual examples, formulate title or caption for each picture, short stories about challenge, puzzles, make a collage, and formulate quiet-not quiet examples.
Define Challenge:	Examples of challenge, the challenge can be something to act on in class or out of class. Separate emotion from the situation.
	Use the inquiry process to define Challenge.
Part of the Whole:	Bring in examples of parts of the whole, e.g., a pie, a puzzle. Teacher directs the students to "people". Make a collage of parts of the whole.
Film:	"As Long As The Grass Grows" - AISC. (This is a no sound film to lead towards abstract feelings and ideas. The students could give oral descriptions of feelings, ideas, and data.
The Telegram:	Have students talk to the Indian by "phone." Have students talk into tape recorder. Have students draw something to give to the Indian.
Chief Wabasha:	Interpret his words in your own language (paraphrase). "Picture" Chief Wabasha (lesson one activity).